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A VISIT TO BOSTON SCHOOLS.

NOT many weeks since, a number of teachers from the interior of the State devoted a couple of days, allowed them for the purpose in term time, to the business of making observations among the justly famous Public Schools of Boston. It was our privilege to make one of the company, and we propose to record some of the impressions occasioned by the visit, not for the purpose of flattering our Boston friends, who are probably quite above that, but to stimulate such of our fraternity as find it feasible, to do as we did, and perhaps to afford some benefit to those who can not. By the courtesy of Mr. Philbrick, the Superintendent of Schools, and of Mr. Capen, the Secretary of the School Committee, we were furnished with all the necessary information respecting localities, and enabled to proceed without delay or difficulty to such schools as we severally desired to visit. Dr. Brewer, a member of the Committee, acted as guide to various places of interest, and his attentions are gratefully acknowledged. The time of the writer of this article was devoted to the three High Schools—the Boys' English, the Latin, and the Girls' High and Normal. It is of these that we shall speak, not in detail, but to specify some things worthy of consideration, if not of imitation.

In the Boys' English High School there are five rooms, each containing thirty-five or forty boys, seated at single desks and reciting in all regular branches to one teacher. The advantages of this system are obvious. The teacher has a limited number under his almost absolute control; he knows what they are doing in all their studies; they are constantly under his eye; there is no trouble about arranging recitations so as to prevent interferences; and when a recitation commences, all in the room can be required to give exclusive attention to the exercise. We have heard it averred, by one who has given it a trial, that this method enables a teacher to accomplish one-third more, with equal expenditure of time and labor. On the other hand, this refinement of system seems to render the business more mechanical, suggesting a comparison between the fabrication of a well-disciplined mind and that of a bale of cotton sheeting. The raw material passes from hand to hand, through its various stages of manufacture; and the interest of the operator in each individual piece is much weakened by the reflection that it is only one of hundreds constantly passing through his hands, and which he may never recognize again. It is, perhaps, the remembrance of our own school days which makes us partial to the *family* idea of a school, where for four, five, or six years, you sat looking upon the same benign countenances of instructors, and for the most part, the same familiar faces of schoolmates, until the whole scene, with its surroundings, has become inseparably linked with the idea of "home." Materially, in point of intellectual drill and mental improvement, the advantage may be with the former system; socially and morally, we incline to the latter.

A noticeable circumstance was the high degree of mental activity attained. Every pupil was expected to know what was going forward, and to be ready to take up a demonstration or other recitation at any stage of its progress, and carry it on as if he alone were responsible. The drones, if any were there, were by no means conspicuous. Much of this wide-awake manner is the consequence of external circumstances, but it is here constantly stimulated and called into exercise. Recitations are fired off with a briskness which in many schools would be thought entirely unattainable. Distinctness of utterance in some cases was sacrificed to volubility. This rapidity is commendable as at least a time-saving method, and to

to those teachers who are troubled to get through the lesson in time, we would suggest whether double the present number of individuals might not recite daily, if the habit of fluency in utterance was more cultivated.

The elevated key in which everything pertaining to a general exercise was said, is another noteworthy fact. It appeared to be understood that a recitation should be heard by the teacher, the class, and by visitors. What an annoying habit, and almost impossible to eradicate, is that of many pupils, of trying to cover up their ignorance by a mumbling, stifled, inaudible utterance. Pass the question along and let the right answer be given, and you are met with an injured look and the very distinct assertion, "That's just what I said." Then there are always some, generally young ladies, who honestly believe that in a recitation they cannot raise their voices above a whisper. At recesses you wish it were a fact.

The distinctness and beauty with which maps and geometrical figures were drawn on the board suggested the query whether suitable instruction respecting the use of crayons and the fundamental principles of drawing is generally given.

Another point that we noted was this. A lesson once prepared for recitation, is considered prepared for any occasion when it may be wanted. It may not be recited to-day, or to-morrow; but perhaps, a month hence, a visitor may step in, and the class which was expecting to have this hour for preparation of some exercise, perhaps in Greek, is called upon to come out for a recitation in Virgil. The book is placed in the visitor's hands, and he is requested to assign a passage. It may be this same omitted lesson, but woe to him who is not ready for a critical investigation of his knowledge thereon. We witnessed a recitation of the whole of the seventh book of Legendre, commenced without a moment's warning, and most admirably conducted. We have known scholars who thought it a great hardship to have two recitations in immediate succession, while three in one half day was out of the question. To many, the place where the lesson begins is of quite as much importance as that where it ends, and if the questioner strays back a few pages into the lesson of day before yesterday, great indignation is manifested. "Why, I did n't know the lesson began *there*!"

In the Latin School there are six departments, each requiring one

year. Each teacher is held responsible for the entire attainments of his pupils until they leave his hands. It is argued with reason that as at the end of the course they are liable to an examination for entering college, upon all parts of the course, it is better to be constantly refreshing the mind with the ground passed over, than to attempt to do this all at once.

Except in the classics, we hardly saw a text-book in the hands of a teacher while conducting a recitation. Especially worthy of remark was the cheerful air of the school-rooms and the profusion of pictures, photographic views, models of ancient temples, busts, etc., with which the walls in some rooms were literally covered.

In the Girls' High School, we listened with much interest to an animated, impromptu discussion, sustained by several of the pupils, upon the best method of teaching the alphabet. The results of their own observation were adduced in support of favorite theories, difficulties were freely suggested and readily met, and the same evidence was afforded here as elsewhere, of minds accustomed to vigorous and continued exertion. A recitation in geography which we witnessed in this school may be worth a somewhat detailed description. The lesson was the coast of Europe. The latitude and longitude, in degrees and minutes, of some forty places, — capes, mouths of rivers, etc., commencing at the north-eastern extremity of the coast and following it around to the west, south, and east, had been written down by the teacher in a blank book and given to the class by dictation. A brief description of the physical features of the coast had also been given. The blackboard at the side of the room was divided into a number of equal spaces, perhaps three feet wide, and a pupil sent to each of these, who in a short time, without the use of ruler, drew parallels and meridians, employing straight or broken lines instead of curves, and locating the lines at proper distances apart according to a scale which had been established, of so many inches or parts of an inch to a degree. Another set of pupils designated by means of dots the location of the points whose latitude and longitude had been given. Another set drew through these points the outline of the coast, and one of the number recited, as she drew, the description of the parts about which she was engaged. While the drawing was proceeding in silence at the board, the rest of the class were occupied in reciting with great

fluency the list before mentioned, one individual giving the first place on the list with its location, her neighbor the next, and so on. Maps are afterwards drawn upon paper with remarkable neatness and care, entirely from memory.

We had the good fortune to be present at one of the lessons in vocal music given in this school by Carl Zerrahn. The quality of tone, the accuracy of expression, the precision of time and fine harmony of three parts, all sustained by female voices, were, and still are in recollection, the occasion of great enjoyment.

Much that was interesting and profitable to other members of the party, who visited schools of lower grades, is here untold.

We have not written the above in the conviction that Boston schools comprise all existing excellencies; we hope at some future time to visit other noted schools in New England, and be enabled to institute just comparisons. But this has been the result of our experience, that we have never spent an hour in a school of any grade, in any locality, without gaining at least one valuable hint respecting instruction or discipline. And the result of this visit has been to stimulate the visitors to new exertions in their own spheres of labor, giving them enlarged views of what it is possible to accomplish, and suggesting some ways in which it may best be done.

SCHOOL ETHICS.

IN a recent conversation with a gentleman of intelligence and large experience in connection with public schools, he made a remark which was in substance as follows: "There was a beautiful theory advanced some years ago and presented to the people in educational lectures, to the effect that right is, in itself, so desirable and attractive that if only fairly presented to the mind it must of necessity be adopted in preference to wrong. So if your pupils go astray you have only to keep "*right*" in a drawer at hand, and on exhibiting it before them they will choose it without hesitation, and all will go well." This remark suggested, by way of contrast perhaps, the declaration made once in our hearing by an Orthodox

clergyman, who, being laid aside from the practice of his profession, undertook the care of a district school in the winter. He averred that if he had ever entertained any doubts of the truth of the doctrine of total depravity they were entirely dissipated now.

Sad, indeed, are the developments of character daily and almost hourly revealed to one who has to do with the discipline of a school numbering one or two hundred pupils, of every variety of temperament, and coming from all sorts of home and street influences. The same in kind, if not in degree, is the experience of all teachers. What sly cunning, what artful evasions, what deliberate deception, what downright dishonesty the teacher must meet, check, expose and, if possible, eradicate! What plausible arguments and subtle sophistries he is called upon to refute! Who has not felt at times that the powers of darkness are arrayed against him and that he must fight, single handed, against all the growing and already giant evil of the human heart?

But courage! fellow teacher. Is not this the noblest aspect of our work, that we are striving to supplant false principles of action and to implant the true, the pure and the excellent in their stead? In this work we cannot be single handed, for the angels smile upon it and God approves.

The inexperienced teacher begins, perhaps, in a hopeful mood. Kindness will do much and persuasion much, and the work to be done is faintly appreciated. A series of trials and disappointments and perplexities convinces him that something in his theory is wrong. He finds that he cannot present the right in such an attractive aspect as to make it an efficient motive power, for however clearly the right is seen, the wrong is as perversely followed. The theory ought to be true, but in this degenerate period and part of the world it is evidently impracticable. What can he do next but proclaim the terrors of the law? If right cannot be loved it must be respected. But here arises a new perplexity. The legislative, the detective, the judiciary and the executive functions are to be combined in one individual. What expert lawyers must he meet, ready to detect all the imperfections of his code and to avail themselves of every flaw in the indictment. How many a piece of mischief drives him to his wits' ends to discover the perpetrator and makes him feel that nothing short of omniscience will meet the demand made

upon him. What a need for discretion, that impartial justice may be meted out and the penalty be duly proportioned to the offence. What firmness must be shown to the offender and what tenderness to the child. An experience of some years will perhaps be sufficient to convince him that if he would rear the fair temple of science, order and truth, so that it shall be a blessing to future generations as well as a lasting monument to himself, its foundations must be laid broad and deep in the moral sense of his pupils. Distrust on the one hand, eye-service on the other, and cross purposes on both, — this is most unhappy, most fatal to the welfare of a school.

How, then, shall the work of government be conducted, that the evils on either hand may be avoided, and the coöperation of pupils be secured in maintaining the best discipline? Observation and experience may afford some suggestions. First, then, let the teacher not hesitate, from any false delicacy or fear of being suspected of cant, to take high religious ground at the outset. Let him say in words and in practice “The *Bible* is my authority and last appeal. I call upon you, my pupils, to do *right* here in school that you may carry away with you into life the habit of right doing. I want you to be honest and conscientious in the discharge of your duties because you are responsible to God. I want you to be obedient and faithful in school that you may each learn to be a good citizen and fulfil the duty of patriotism. Here, as in every well ordered state, and as in the moral government of the universe, obedience to law secures the welfare and happiness of the subject; disobedience, whether detected and immediately punished or not, brings an inevitable punishment with it, for the offender sins against his own welfare.” The devotional exercises with which every day should begin, if engaged in heartily, may be the means of producing the most lasting and most beneficial impressions, lightening the labor of government far more than the teacher can possibly know.

In the next place, there is always a portion of the school upon whose sympathy and support the teacher can depend in every effort to combat evil and elevate the moral sentiment of the whole. Thanks to our Christian firesides and to Sabbath School teachings, there is always, among youth in New England, some leaven of good, which

if enabled to work, is a blessing to all within its silent but potent influence. How dear to our recollection are the countenances of some pupils in every school we have taught, whose beaming looks betokened a hearty approbation of every worthy sentiment, and as hearty detestation of those mean, unworthy tricks so often exposed and condemned.

Let the teacher cultivate this element in his school, and encourage it to show itself openly on all fitting occasions, and it will become more and more the fashion to take high ground; and those who always wait to go with the tide will, by and by, help to swell it in the right direction. When the way is suitably prepared, an expression of opinion by means of a standing vote is often a great present triumph for the cause of good order.

Again, there are certain traditional and universal fallacies which need to be met and put down, not by denunciation but by candid yet ingenious argument. For instance: "It's mean to be a *tell-tale*, I would n't tell of a school-mate for any thing!" "A tell-tale! what do you mean by the word? Is it one who goes about actuated by envy or malice, endeavoring to destroy his neighbor's reputation that his own may appear better by contrast? Is it one who takes genuine delight in the sins and weaknesses of others, and gloats over the narration as if it were a choice morsel for the palate? Is it a gossip, a sycophant, a slanderer? If this is the thing, visit it with your contempt, and vow never to be a tell-tale. Or is it a person who sees that your home is being robbed and gives you information? Is it one who sees that his neighbors are being impoverished in body and soul by strong drink, and gives information of the seller, causing him to be prosecuted? Is it one who sees that the weak are imposed upon by the strong, or the innocent made to suffer, and who gives information that removes the cause of the injustice? Is it a man who has proof that his neighbor is in treasonable correspondence with the enemies of the government, and lodges information of it in the proper quarter? Ah! not at all; *that* is not what you mean by a "tell-tale." You honor the man who, often at great personal risk and for no personal advantage, performs such a duty, and you would agree that he would be justly considered an accomplice if he withheld such information when in his possession. But in *school*, — "O that is very different! Cheating in recitation,

cheating in self-reporting, denying a fault committed, — these are *little things*, and I would not tell of those." "*Little sins? Little in themselves?* There are no little sins in the sight of God, and it is hardihood for us to pronounce small what He has called great. Perhaps you mean little in their *consequences*. Would that all the consequences in this life and in the other, of one act of dishonesty performed in youth could be disclosed to our view. We might be profited by the disclosure. But is government worth anything? Is the existence of a school worth anything? Would a school-room in which anarchy and confusion prevailed be a desirable place to frequent for mental improvement? Do not the evils which we wish to eradicate tend directly to this result? Are any thanks due to those scholars who habitually trample on the rules and resort to deception to cover up their practices, that the school is not already broken up? Do not they consume a great deal of the time of the teacher which should be devoted to instruction, in watching them and in administering discipline for their delinquencies? Do they not thus rob the studious of much benefit which they would otherwise receive? Do they deserve to be spared and treated with so much tenderness?

Furthermore, are you *consistent* in always sparing the reputation of your friends? Do you ever tell tales *out* of school? Do you ever injure any one in the estimation of others in such a way that he will never know *how* the injury was inflicted? Which is more manly, more noble, — to give information when it is called for by the rightful authority, to be used for a legitimate purpose, often when justice would be defeated without it, to protect your own rights and those of your schoolmates, to save the money of your parents from being squandered, — or to tell what you have seen to the disadvantage of some one, simply to gratify a love of tale-bearing? The grand difficulty, after all, — it must be spoken, — is cowardice. You are afraid that some guilty one whom you are the means of exposing will injure you in some way, or that there will be an opprobrium excited by your action.

First settle with yourself whether it is *right*, then ask yourself if you have courage to do right when the time and occasion demand it. Can you respect yourself if you have not? Can you be trusted to act a noble part, when God and humanity look to you for action?

O where would be the names of Martin Luther, of Tell, of Wilberforce, of Washington, if all were as timid and time-serving as you? Depend upon it, no great reformer, patriot, or benefactor of human kind ever grew in the natural order of things, out of a school boy who measured and shaped all his actions by the standard of narrow self-interest, and who shrank from an unpleasant duty because he feared his popularity would suffer. Yet there are multitudes of scholars who flatter themselves that it is an honorable feeling which actuates them.

It is time now to specify what the occasions are which justify the teacher in requiring and the pupil in giving information. Evidently when an individual has committed an offence which he refuses to acknowledge, another who was witness of the act may properly be called upon to testify. The teacher must be the judge as to the necessity of resorting to this method for obtaining information, recognizing it always as a last resort.

Precedents are often convenient, and the following may be of value hereafter: In a school numbering about two hundred pupils, the question arose as to the perpetrator of a trifling piece of mischief, which it was thought desirable to stop before the evil grew more serious. Every one for himself denied participation in the matter, yet the fact of the deed remained. The investigation seemed effectually blocked, and all looked on with curiosity to see whether the thing would end there, or whether any discoveries would be made. The question was then put, "Does any one possess any knowledge about it?" One scholar thought he did, but refused to tell. This opened a new field. "Shall this individual be sustained by the sentiment of the school in disclosing all he knows about the matter, since the one originally concerned refuses to do it himself?" The prevailing opinion was of course opposed to anything like tale-bearing. A strong disposition was manifested in some quarters to frown down any argument on the subject. The school was accustomed to free discussion, and the teachers were too recently connected with the institution to be sure of their ground. It was felt to be a critical time, as the future government of the school must depend greatly upon the turn affairs should now take. This ground was taken: "Are we, as teachers, to labor here in the government of this school single-handed, or with your coöpera-

tion? Our efforts are intended for your good; it is for your interest that this affair now in hand, and all similar ones, should be properly settled. You cannot be neutral; you help or hinder. Now shall we have your help?" An attempt was made, similar to that above, to show the difference between tale-bearing and testimony. The whole of the forenoon and a considerable part of the afternoon were devoted to the discussion. The result was a vote of one hundred and eighty to twenty that it is right and commendable for pupils to aid teachers in bringing offenders to justice, when ordinary means fail. More than a year subsequently, when a great change in the membership of the school had taken place, the subject was brought up again. By the voluntary testimony of the pupils it was apparent that the periodical examinations, conducted in writing, were fruitful occasions of dishonesty. The propriety of disclosures by those who should witness cheating during examination, was discussed. Again it was voted, about *one tenth* dissenting as before, *that it is right to report those who will not report themselves*, and that we will do it if occasion requires. The matter was tested, and such disclosures made as were calculated to impose a serious check upon a most alarming evil.

We have heard of a work projected, on mental science in its application to the work of teaching. Would that some competent hand would prepare a work on moral science, especially adapted to the school-room. Foremost to receive attention in such a work should be the duty of the teacher to himself. Duty to his body that he may not grow nervous, impatient, and irritable. Duty to his mind, to keep it well-furnished. Duty to his spirit, to keep it fresh, young, kindly, and sympathetic. Our saddest self-reproaches are for the hasty words we have spoken and the unsympathizing spirit we have manifested. May the Great Teacher help us all to learn of Him and imbibe his spirit, that we may furnish to our pupils a better model and example.

L.

A MUSICAL friend is accustomed to kindle his fire with sheet music, in order to make the tea-kettle *sing*.

THE CREDIT SYSTEM.

ADMITTING all the evils which are incidental to the system of giving credits in school, emulation, deception, etc., it must also be admitted that in our large public schools some system of external incentives to the faithful performance of duty must be employed. The highest motive of all, a religious one, influences too few even of those who profess to feel its power. The love of study for its own sake is very rarely strong enough among the young to overcome the love of ease, of sport, or of mischief. It needs by habit to become a second nature before the hard labor of diligent application shall be forgotten in the contemplation of the golden stores thus to be acquired. The improvement of the present in preparation for the future does very well to talk about, but the future is a great way off, and the present is to be enjoyed. How then shall a high standard of scholarship, a good percentage in attendance, and the necessary degree of discipline, be attained? We have in a great measure outgrown the rod. All those ingenious devices of bodily torture which twenty years ago established the reputation of many a pedagogue as a superior disciplinarian, are now buried in the grave of the past, we hope, to know no resurrection. With the new order of things has grown up the system of credits. Let those who would dispense with it tell us what substitute of equal efficacy can be provided in its place.

But marks, to be efficacious, must have a value, and this is the point we wish to discuss.

Great have been the fears expressed of late, lest we should have a currency imposed upon us by Congress, with no substantial basis, and representing no real value. The scheme of John Law in France, and our own continental currency, have been held up as warnings. Similar in kind is a system of marking which ends in marks. Pupils will soon find out whether it is all moonshine or not, and govern themselves accordingly. The prodigality with which some individuals will use up their credits, if they can, reminds one of a revolutionary soldier paying a hundred dollars for a pair of boots. Various are the expedients which have been resorted to for the purpose of making credits represent value. Some teachers still hold up a flogging, as they express it, as the reward of a

limited number of demerits. Another method attended with very good results is, to re-seat the school once or twice a term, giving seats of honor to the deserving, and bringing the idle and disobedient in front, directly under the teacher's eye. There are some pupils, however, who get habituated to front seats, and appear very well satisfied. The ambition for an honorable or respectable place in the school is above them, and they fall into the lowest place as a matter of course. A yet more effectual method is that adopted in some Grammar Schools, of promoting to the High School *without examination*, those who during the year previous have maintained in scholarship, deportment, and punctuality, an average as high as ninety-five per cent. In the cases alluded to, this was found to work exceedingly well as far as the Grammar Schools were concerned, but in the High School there was a difference. It was found that many who had stood very high *before* entering seemed to be influenced by a new spirit after the goal was reached, and finding themselves safely launched on the High School course, determined to have a comfortable voyage, and compensate themselves for the toils they had endured in getting there. This feeling was in some instances frankly acknowledged. It was then decided to extend the principle of admission to the lowest class in the High School to each of the other three classes. It was therefore announced that the admission to the school was for one year only, and that at the end of each year there would be an examination for promotion to the next class or for graduation. Those, however, who chose, could avoid the examination in the same way and on the same terms as in entering the school at first. The beneficial effects of the arrangement were almost instantly apparent. It will be observed that scholarship, deportment, and attendance are here made of equal importance. There are those who object to admitting the last two as a criterion, in any degree, of promotion. It can not be possible that they realize the position of the teacher, or how great an obstacle would thus be thrown in his way. Thorough discipline and regular attendance in a school are universally admitted to be of more importance than profound scholarship in the teacher. But these ends cannot be attained without means, and means that prove in experience to be most effectual should not be hastily rejected. It is obvious that if the importance of deportment and of punctual-

ity is lowered in the estimation of the pupil, scholarship *can not* be prevented from declining also, and "demoralization" will be manifest in other places besides the camp. We implore those who have the control of our schools to think long and well before they weaken the hands of the teacher, and diminish his resources for accomplishing a work, the magnitude of which, in the requirements of the community, is increasing every hour.

L.

THE MORALS OF THE SCHOOL-ROOM.

LYING, stealing, deception in every form, and insubordination to rightly constituted authority, very properly receive merited condemnation in every intelligent and well ordered community. No small portion of State legislation and municipal regulations have direct reference to the evil results which naturally flow from them.

Individuals cannot safely be indifferent to the fact, that in all their social relations they are liable to be sufferers from the prevalent practice of these vices. They are recognized and anathematized by the pulpit. Courts of justice, police officers, reformatory institutions and prisons, are all necessary appendages of society, mainly on account of their existence.

Often, while observing the operations of the little community within the walls of the school-room, has the question forced itself upon the mind, "Is the principle of obedience to law different here from that which moves the great outside world?"

Probably few teachers, of any considerable experience, have failed to observe that children are less ready to recognize the authority of the school than that of the family; that they seem unable to perceive any such moral principle lying at the foundation of conduct in school as elsewhere. At least, such is the conviction that very often forces itself on the mind of the teacher in the government of a school. Not only is it expressed in the actions of pupils quite generally, but often in direct language; and not unfrequently do they quote the authority of parents and friends to sustain their position.

"What harm have I done," says the pupil, "if I communicate to my neighbor, contrary to the rule of the school, so quietly that no-

body else can hear me?" "If I take my neighbor's paper or pens, I do not think there is any harm in it, when I am sure he would be very willing to have me do so." The parent or friend at home hears the child's fretful complaint against the teacher's rigid rules, and moved by sympathy in behalf of the apparently injured one, "wonders why teachers need be so strict."

By such reasoning and home influence how can pupils fail to entertain lax notions of obedience at school? and how easily are such sentiments firmly established in the minds of pupils when teachers themselves exact obedience to rules *merely* for the sake of *governing* the school? When the teacher makes a rule and punishes the pupil simply because the latter has disobeyed, it becomes a personal matter in which the *will* of the master stands opposed to the *wish* of the pupil to gratify his desire. Right and wrong, conscience and the general interests of the school, have very little if any influence on the mind of the transgressor. Hence, like the Spartan boys, he may violate laws provided he can escape detection, and feel no compunction. The harm done in the transgression, in his view, is never so great as the good he gains in his own gratification.

Observe that boy yonder with his text-book in his hands, and apparently his mind deeply absorbed in learning his lesson; but within his book is concealed a story book which he is reading. Although forbidden by the master to do this, he justifies himself by saying, "I have learned my lesson and have nothing else to do." Is he right? Even if all his lessons were learned, and he had nothing else to do, he is wrong; for he not only becomes a violator of a law of the school, but sets an evil example and plants in his own mind the principle of disobedience and insubordination. He has ignored the teacher's authority, and assumed his own desire as the basis of action. He is a rebel against the authority of the school. True, the act seems trifling in itself; yet the principle is as important as in the most heinous transgression. And then comes the question, whereunto may this *seemingly trifling* deception grow in the future man? Whispering is a deliberate violation of a law of the school; but if not detected by the teacher, how many pupils in any school feel any twinge of conscience because they think there is any real *wrong* in the act? So of the transgressions of school

regulations generally: is not the impression very general, both on the part of scholars and their friends, that they are all *venial sins*? If so, we have in the fact two important things revealed,—

1st. One reason why the authority of the teacher is so feeble and school government so difficult.

2d. A reason for the opinion often expressed, that the intellect receives much more attention in our schools than the morals of our pupils.

The relative importance of intellectual and moral culture springs at once into view. The hints we have thrown out in the foregoing will suggest reflections to every thoughtful teacher, in relation to the true object of school government; also the importance of implanting right principles of action in the heart of the child, that shall ensure honest and honorable action in the man. A. P.

A SKETCH OF THE HISTORY OF EDUCATION.*

MR. WELLS commenced by stating that a special educational revival occurred in this country about forty years since. *The Academician*, an able educational and literary periodical, published in New York in 1818 by Albert and John W. Pickett, was both the harbinger and embodiment of important educational reforms.

Mrs. Willard's *Plan for Improving Female Education*, which appeared in 1819, has since been most worthily executed, not merely at Troy under her own direction, but in all the Northern States of the Union.

In 1821 appeared *Colburn's First Lessons in Arithmetic*. This was the most important single step of educational progress ever taken in this country; and it is hardly too much to say that its influence has been felt in every school in the land. More than 2,000,000 copies of this work have been sold, and the sale still continues at the rate of about 100,000 copies a year in this country, and 50,000 copies in Great Britain. It has been translated into

* Abstract of the Address delivered by President Wells at the Annual Meeting of the Illinois State Teachers' Association, at Bloomington, Dec. 26th, 1861. Reported by S. A. Briggs, Associate Editor.

most of the languages of Europe, and into several languages in Asia.

In 1823 Mr. William Russell wrote the first article now in print on the subject of Normal Schools in this country ; and, so far as is known, is entitled to the credit of being the first to move in this matter.

In 1824 and 1825 we reached a bright period. James G. Carter, of Massachusetts, whose name is now canonized in our educational calendar, wrote a series of articles published in Boston, and Mr. Gallaudet a series published in Hartford. To these we are more indebted than to any other means for the influences that prepared the way for the establishment of Normal Schools.

In 1826 Mr. Russell established the *Journal of Education*, the first educational periodical devoted exclusively to education. In 1830 the first Teachers' Seminary was established at Andover, by S. R. Hall, who also published the first book on school-teaching (consisting of a series of lectures), which was at that time almost the sum total of the teacher's educational library. The Female Seminary established at Ipswich, Mass., about this time by Miss Z. P. Grant, exerted an important influence in elevating the standard of female education.

In 1830 Mr. William C. Woodbridge took charge of the *Journal of Education*, under the title of "*Annals of Education*." In his hands the work attained a high reputation, both in this country and in Europe ; and no educational library can now be regarded as complete that does not embrace the early volumes of *Annals of Education*. Many of the articles from the editor's pen—especially those written during his sojourn in Switzerland—were far in the advance of the age.

The first Association of Teachers in the United States, of which we have any knowledge, was formed at Middletown, Ct., as early as 1799, under the title of the *School Association of Middlesex County*. It owed its organization chiefly to the efforts of its first President, Rev. Wm. Woodbridge, instructor of a female school in Middletown, who had even then introduced many plans and methods of instruction which are now generally regarded as recent improvements. Its professed objects were "to promote a systematic course of school education ; to secure the inculcation of moral and

religious principles in the schools; and to elevate the character and qualifications of teachers."

In 1830 the *American Institute of Instruction* was established at Boston, under the auspices of Messrs. J. G. Carter, William B. Calhoun, G. B. Emerson, F. Wayland, T. H. Gallaudet, W. C. Woodbridge, G. F. Thayer, and others.

The Association has never failed to send out a volume of lectures each year since that time. This is now the most valuable series of educational lectures in the language.

The *Essex County Association*, established in 1830, was the first permanent County Association in existence, and it is the one from which the call for the Massachusetts State Association originated.

It was in this Association that David P. Page first gave promise of his distinguished career as an educator.

But it was not in the East alone — said the speaker — that early efforts were made to advance the interests of popular education.

In 1831 a general convention of teachers of the Western States was called at Cincinnati, which resulted in the organization of the *Western College of Professional Teachers*. The annual meetings of this body were well sustained for a period of about ten years, and the proceedings were published in a series of volumes as large as those issued by the American Institute of Instruction. Among the prominent educators engaged in this enterprise were Albert Pickett, Samuel Lewis, W. H. McGuffey, T. M. Post, J. M. Sturtevant, J. L. Van Doren, and C. E. Stowe.

The next point of special interest is the establishment of Teachers' Institutes. The first of these was at Hartford, Conn., in 1839, and was conducted by the Hon. Henry Barnard, who originated it, assisted by Mr. T. L. Wright, Mr. Gallaudet, and others. A Mr. Sweet lays claim to having held Institutes in the State of New York at an earlier date.

[Mr. Johonnot explained that Mr. Sweet's meetings, even if they were at an earlier date, which is in doubt, were not Institutes, and that the credit is due to Mr. Barnard.]

The first Normal School of this country was opened at Lexington, Mass., in 1839 [Mr. Fitch gave the number of pupils in the first class as 7]; and this was the germ of our State Normal Schools. Two other Normal Schools were soon established in dif-

ferent parts of the State, and friends rallied around them ; but, as compared with the efforts in other States at this time, those were very small beginnings.

In 1844 the friends in New York asked an appropriation for five years. The whole matter was an experiment. They came to Massachusetts, to Mr. Mann, to find who was the man to take that institution and not fail. Mr. David P. Page was finally selected.

In Boston, when they parted, Mr. Mann said, " You must succeed or die." " I will," said Mr. Page. He did both, and placed himself where we can say he was the Arnold of America.

Normal Schools are no longer an experiment in this country.

No enlightened community will ever again be willing to dispense with the professional education of teachers. We may boast a little here in Bloomington, which contains the best Normal-School building in America. It is worthy of observation that the Normal Schools and State Agencies of the Western States have been more indebted to the efforts of practical teachers than those of the Eastern States. In Ohio the teachers did not wait, as they did in Massachusetts, to get an appropriation from the State. They assessed themselves to sustain their agent, that same Lorin Andrews who has just gone to his grave — another canonized name ; and in our own State our Normal University had its origin in *this* Association, and I look upon it as a bright point in our history, that the teachers of the State went to the Legislature with petitions for its establishment. The progress of Normal instruction among us has been like the rising tide. There have always been those who doubted its value. Some have opposed Normal Schools with the best motives and intentions ; some through caprice : some through jealousy and envy. It was only two years since that the appropriation in Massachusetts for supporting the collateral State Agency was withheld ; but another year restored it with increased confidence in its efficacy and importance. So it has been with every effort to stay the progress of Normal instruction : the wave has sometimes seemed to recede, but it has been only to return stronger and fuller than before.

We received our first ideas of Normal Schools from Europe. In some respects we have improved upon our models. This has been said of us, more than once, by gentlemen from the Continent.

In 1845 the State Associations of New York and Massachusetts were organized.

There have been three eras in the history of corporal punishment.

The first was when whipping was the order of the day, when scholars went to school to study the three Rs and be whipped; the second was marked by the sentiment that whipping was never necessary, and a necessity was created for it by the very fact that pupils were sent from home with the idea that they should not be punished, and directed not submit to it.

The Massachusetts Association came together at Worcester to discuss the matter and give, in a series of resolutions, their opinion.

These resolutions had an important influence in putting aside both extremes. We have now reached a period when we do not ask the question whether corporal punishment shall be dispensed with. The question is "How can it be reduced to the lowest possible amount?" Not to say we will not have any punishment, but to labor to reduce the amount to the lowest possible quantity.

While we were thus laboring in these several fields of educational improvement, England and other European countries were equally active in other departments. Pestalozzi, of Switzerland, was particularly distinguished for his success in improving primary methods of instruction. Dr. Mayo, of England, in 1818, made a casual visit to the school of Pestalozzi, and became so much interested in what he there saw that his visit was extended to several months. Enriched with the fruits of these observations and his own reflections upon them, he returned to London and established a school for the illustration of improved primary methods of teaching. This institution, under the auspices of the Home and Colonial School Society, has not only sent out several hundred of the best primary teachers in Great Britain, but it has also given to the world an invaluable series of volumes on object teaching and other branches of oral instruction.

Similar methods of instruction were strongly recommended in this country as early as 1830, by Carter, Gallaudet, Woodbridge, and others; but it has required more than thirty years to secure even a partial introduction of them in schools. It must, however, be admitted that active educators are at length fully awake to the importance of the subject; and this truly natural and philosophical

system of object teaching is rapidly finding its appropriate place in every well-digested course of elementary instruction. Barnard's *Object Teaching*, which embraces a reprint of some of the best English works on this subject, did not appear till the demand for this kind of assistance had become urgent. Calkins's *Object Lessons*, the first original work of the kind in this country, was specially called for before it appeared; and the forthcoming works of Welch, and Philbrick, and Cowdry, and Willson, on Object Teaching and kindred subjects, will all be cordially welcomed by our primary schools. The danger now is that unskillful teachers will rush too fast and too far with it; or, rather, that they will fail to appreciate its true character and its proper place in a systematic course of instruction, and that the system itself will suffer, not from its legitimate use, but from its abuse.

The city that has given the most attention to object-teaching is Oswego, N. Y. Through the indefatigable efforts of the Secretary of the Board of Education, E. A. Sheldon, Esq., the Pestalozzian system was introduced into all the primary schools of that city several years since, and books containing the Graded Course of the Home and Colonial School Society were imported for the use of the teachers. About one year ago the Board of Education induced Miss Jones, who has for many years been connected with the Home School in London, to come to Oswego and devote a year to the education of primary teachers for the city, and teachers from other places who might be disposed to join the class. The effort has been attended with such success that the Board have secured the services of Miss Jones for another year, and opportunity is still afforded for teachers from other States to join the class.

Mr. Wells said he had intended to speak of Barnard's *Journal of Education*, the most comprehensive and valuable educational journal in existence, and of the numerous State journals; of the successful establishment of free schools in this country without the introduction of sectarian influences, as compared with similar and less successful efforts in Great Britain; of the introduction of physical exercises into schools, and the practice of dismissing the younger classes before the close of the regular school-sessions; but time would not permit. He had also designed to call attention to one or two weak points in our public-school system but must pass them.

WHY?

I ASK the reason why,
 He makes me no reply, —
 I pause, but hear no sound;
 I look, but sight is dim,
 It cannot reach to Him,
 And all is dark around.

"My Father," then I cry,
 "I know that thou art nigh,
 Yet would I hear thee call;
 Behold thy gracious hand,
 Receive thy kind command,
 Nor fear again to fall."

In vain I look and sigh,
 He gives but this reply,
 "My ways are kind and just;
 A father's love is sure,
 My children are secure,
 'T is theirs to wait and trust."

On Him I thus rely,
 And, though I know not why,
 I wait His time and way;
 I cannot read his will,
 But bid my heart be still,
 And listen, to obey.

REPLY.

A CLEARER light revealed,
 My senses hath usealed,
 And sight hath wider scope;
 I look from earth away,
 To where eternal day
 Illumes the realm of hope.

No more I ask in vain,
 Time makes the answer plain,
 I feel that God is wise;
 Good, though He good withholds,
 Kind when He most controls,
 And gives when he denies.

O voice so kind and calm,
 That drops from heaven like balm,
 My sad distrust to heal, —
 O dull, slow heart to learn,
 Unskilful to discern,
 Insensible to feel.

Such is the school of time,
 And this the truth sublime,
 God teaches in his way;
 The sceptre he must wield,
 I joyfully will yield,
 Love, trust Him, and obey.

J. K. L.

OUR JOURNAL.

SOME very excellent teachers object to subscribing for this journal, because they find nothing practical in it. They took it some years ago, and saw no use in it, and have no faith in the idea of a professional journal, at least of such a one as this. We confess that we cannot sympathize in the feeling. We look fondly upon a row of bound volumes, each of which marks a year of our professional career, and wonder what would tempt us to part with the set, if it could not be replaced. We know not where to look for so complete a cyclopedia of educational information, embracing many able articles on almost every topic which has interested Massachusetts teachers, of every grade, for the last ten years. (We wish they would not leave out the advertisements from the bound volumes.) Here is a history of the progress of the science of teaching, — here a record of the most honored names in our profession, — here the ripe fruits of experience, — here manifold suggestions worth to the industrious often more than precise details, — here the latest educational intelligence, — here some choice wit, and a specimen of the literary talents of the teachers of our State. We were about to write "*fair specimen*," but perhaps there are among those who do not read the *Teacher*, literary and mental qualities which would greatly improve our journal, if they could be turned into the

right channel. If writing maketh "an exact man," then there should be facilities and incentives for the performance of this duty. We question whether those who write for our pages do not reap a greater benefit than those who read, great as may be the profit of the latter. It is not the least of the reasons for sustaining a professional journal that it compels from some of us a certain amount of original thought, the labor of which we should not perhaps voluntarily undergo. And here, if it is *not* quite in good taste, we are tempted to say that the *Massachusetts Teacher* compares very favorably in style, quality and quantity with similar periodicals published in some of our neighboring States.

Fellow teachers of Massachusetts! we appeal to you to give your own organ a generous support. Subscribe for it, read it and write for it, and we honestly believe you will be wiser, happier, and better for so doing.

HOW DO THE FRENCH EXPRESS RATIO?

BY W. D. HENKLE, LEBANON, OHIO.

AN incorrect answer to this question has been extensively circulated in the schools of the United States by means of several popular arithmetical works. The character of the answer will appear in the following quotations:

"This [taking the first-mentioned number as the standard] is according to the French method."—*Ray's Arithmetic*, p. 192, Cincinnati, 1837 and 1844.

"In expressing *ratio*, the French make the antecedent the *denominator*, and the consequent the *numerator* of a fraction."—*Park's Phil. of Numbers*, p. 104, Zanesville, O., 1842.

"The French put the consequent for the numerator and the antecedent for the denominator."—*Thompson's Arithmetic*, p. 291; *Higher Arithmetic*, p. 314, Cincinnati, 1848, and New York, 1860. [The former was first issued in 1845.]

"The French divide the *second* term by the *first*."—*Stoddard's Arithmetic*, p. 200, New York, 1852.

"In the *French* system, the antecedent is taken as a *divisor* and the *consequent* as a *dividend*." — *Eaton's Arithmetic*, p. 160, Boston, 1859. [First issued in 1857.]

"The first interpretation is usually called the French method." — *Schuyler's Arithmetic*, p. 278, New York, 1860.

The incorrect statement was soon omitted in *Stoddard's Arithmetic*, and the method of expressing ratio changed. Ray's works have all along adhered to the statement. Indeed, Ray seems to be the father of it, the others copying it directly from him, or one from another. Adams, Colburn, R. C. Smith, and Emerson adopt this method in their arithmetics, which appeared before Ray's, but do not call it the French method.

"The French mathematicians always make the *first* of the two numbers the standard of comparison." — *Ray's Algebra*, Part I, p. 232, Cincinnati, 1848.

"In finding the ratio between two numbers, the French take the *first* as the *divisor*." — *Ray's Arithmetic*, p. 202, 1849 and 1853, p. 195, 1857.

"In the French form of writing the ratio, however, the divisor is placed before the sign, and the dividend after it." — *Holbrook's Normal*, Lebanon, O., 1859, p. 299. See also p. 234.

All the authors above quoted, in connection with the statement that the French divide consequent by antecedent, say that the English divide antecedent by consequent.

After a careful examination I have come to the conclusion that Ray based his statement on the authority of Lacroix alone notwithstanding his declaration that the method is universal among French mathematicians.

"*Je continuerai de prendre le consequent du rapport pour le numerateur de la fraction qui exprime le rapport, et l'antécédent pour le dénominateur.*" — *Lacroix's Arithmétique*, p. 86, 20th ed., Paris, 1848. [First published in 1796.]

The practise of Tacquet, Sganzin, A. Cirodde, E. Cirodde, Carnot, Briot, Saigey, Levy, Dupin, Duhamel, Reynaud, Navier, Comte, Ritt, Tarnier, Francœur, Bezout, P. L. Cirodde, Lagrange, Bourdon, and Legendre, is just the reverse of Lacroix's, for they divide the antecedent by the consequent.

"Le rapport de la circonference au diametre désigné ci-dessus

par $n = 3$. 1,415,926." — *Legendre's Géométrie*, p. 126. 14th ed., Paris, 1848. [First published in 1794.]

"Par exemple, le rapport de 24 à 6 est $\frac{24}{6}$ ou 4." — *Bourdon's Arithmétique*, 29th ed., p. 222, Paris, 1856, (1821.)

"La raison d'un rapport par quotient sera toujours le quotient de l'antécédent divisé par le consequent." — *P. L. Cirodde's Arithmétique*, 13th ed., p. 186, Paris, 1857. [The 5th edition had appeared in 1844.]

"Le rapport de deux quantités est le quotient qu'on obtient en divisant la première par la seconde." — *Cirodde's Géométrie*, 2d ed., p. 172, Paris, 1844.

"Nous évaluerons ce rapport, dorénavant, en divisant l'antécédent par le consequent." — *Bezout's Arithmétique*, par Saigey, 2d ed., p. 87, Paris, 1852. Bezout appeared as an author as early as 1779, and his arithmetic I find quoted in his *Cours de Mathématiques* with Reynaud's Notes in 1834.

"Le rapport d'une grandeur à une autre s'appelle la mesure de la première lorsque la seconde est prise pour unité." — *Tarnier's Arithmétique*, p. 189, Paris, 1859.

"Ainsi le rapport de 15 à 3 s'indique $15 : 3$ ou $\frac{15}{3}$." — *Ritt's Arithmétique*, p. 158, Paris, 1859.

"Thus 3 is the ratio of 12 to 4, since 3 is the quotient of $12 : 4$. We will make it a rule for the future to divide the first of the numbers enunciated by the second." — *Franœur's Mathematics*, vol. I, p. 78, translated by Blakelock, Cambridge, Eng., 1829.

The time covered by the writings of the authors above referred to, is nearly a century. Lagrange was born in 1736 and died in 1813; Legendre, 1752 — 1833; Carnot, 1753 — 1823; Lacroix, 1765 — 1843; Comte, 1798 — 1857; Bourdon, 1799 — 1854; Dupin, 1784 — still living.

The conclusion, then, is that the American authors above quoted have given circulation to an incorrect answer to the question placed at the head of this article, and that accuracy demands that all future editions of the works quoted should contain a correction of the statement. Who will be the first to follow Stoddard and bring forth fruit meet for repentance?

Resident Editors' Department.

MASSACHUSETTS EDUCATIONAL ROOM.

THE removal of the Teachers' Headquarters from Chauncy Street to No. 119 Washington Street, (directly over the store of Messrs. Crosby & Nichols,) has been attended with gratifying results. The room now occupied is commodious and pleasant, and being near to the bookstores, can be visited by teachers without inconvenience. Already the number of those who frequent the room has largely increased. On Wednesday, and especially Saturday afternoons, many wide-awake schoolmasters gather there, and spend an hour or two in pleasant conversation. All express much satisfaction with the change that has been made.

It has been suggested by several persons, that it might be profitable for teachers to meet at the room on Saturday afternoons, and discuss, in an informal conversational way, educational subjects, particularly those which relate to methods of teaching. Approving of this object, the committee who have charge of the room take the liberty of announcing that such a meeting will be held on Saturday, April 12th, at 3 o'clock P. M. The subject for consideration will be *Methods of Teaching Spelling*. All teachers are invited to be present.

TO THE CHAIRMEN OF SCHOOL COMMITTEES IN MASSACHUSETTS.

THE Chairman of the School Committee of one of the towns in Massachusetts has written to us, desiring to know why the *Teacher* is sent to him. In another town, as the postmaster informs us, the Chairman declines taking the *Teacher* from the office, having never subscribed for it, and being apprehensive that by receiving it, he will become responsible for the subscription price.

To prevent any further misapprehension, we will say that one copy of the *Teacher* is sent to each School Committee, in accordance with a resolve of the State Legislature. The small expense thus incurred is defrayed from the educational funds of the State.

We beg leave to avail ourselves of this opportunity of saying to the

gentlemen who have the honor and responsibility of presiding over the educational interests of their respective towns, that we shall gladly receive from them communications relating to the schools under their supervision, or to general educational subjects; and that we shall be deeply grateful to them for any aid they may give us in extending the circulation of our journal among the teachers and other friends of education, in their several towns. There are, doubtless, hundreds of teachers in the Commonwealth, who would gladly subscribe for the *Teacher*, if their attention were called to it by the Chairman of their School Committee.

APOLOGY.

WE confess to a good deal of mortification, when we received the last number of the *Teacher*. Had we seen it before the numbers had been mailed, we should have been disposed to confiscate the whole edition; but as it was we concluded to make the best of it. We tried to scold the printer; but it was no use. He slipped right out of our hands; said it was n't his fault, but the proof-reader's. But the proof-reader had the proof-sheets in his hands so little time, that he had n't time to look them over carefully. So it turns out that nobody was to blame, as usual in such cases.

Our private opinion is, that the printer had a small supply of *n*'s, and could n't afford to give us two in each of the words *innuendo*, *millennium*, and *tyrannic*. He tried to make up the deficiency in the latter, by giving us an extra *r*, but that did n't help the matter much. We shall watch him more closely in future.

We thank our friend in Keene, N. H., for his communication. We did n't need to have those errors pointed out to us. We had seen and *felt* them. But there were valuable suggestions in his note. We agree with him in regard to the formation of the possessive in the cases he criticises. We wrote "Crosby & Nichols's bookstore;" but we presume it filled out the line better by omitting one *s*. We have been in the habit of writing "Forefathers' Day" all our life; but must confess to inadvertently getting the apostrophe on the wrong side of the *s*, as did the correspondent whose communication we published.

We hope our readers will correct all the errors they find in our last issue. We will try to lighten their labors in future, by making the corrections before the *Teacher* is printed.

OUR ADVERTISEMENTS.

WE take pleasure, — perhaps a little pride, in calling the attention of Publishers and Dealers in School Furniture and Apparatus, and Musical Instruments, etc., for schools, to the advertising pages of the *Massachusetts Teacher*. The oldest educational journal in the country, having a subscription list in every State in the Union, in the British Provinces and Sandwich Islands, and being sent by a State subscription to every School Committee in *Massachusetts*, the *Teacher* offers peculiar facilities as an advertising medium.

Publishers say, — “We regard our monthly page in the *Teacher* as an indispensable part of our business.” “It pays better than any other investment these times.” “You always give us a good looking page.” “We like the *Teacher* for its candid and comprehensive Book Notices.”

One teacher writes, — “I value the *Teacher* not a little for the great number of good books brought to my notice, from month to month, by its advertising pages. I get scores of circulars, puffing all kinds of books, ‘good, bad, and indifferent,’ which generally go into the paper basket and thence into the stove, but I keep the *Massachusetts Teacher* by me as a ‘Book of Reference.’” Another says, — “Our committees and teachers here read your book notices and advertisements through every month, and depend very much on them in selecting books.”

We also take great pleasure in calling the especial attention of teachers, and others who are interested in school-books, school-furniture, etc., to the many excellent advertisements contained in the present number of the *Teacher*. Some of the advertisers will be recognized as, for many years, the steadfast friends of our journal. No matter whether business were lively or dull, their pages have never been wanting. We offer these friends our grateful acknowledgments, and our best services.

To our new and our occasional advertisers, we beg leave to say, gentlemen, we heartily thank you for your present favors; and we assure you that whatever we can honorably do towards promoting your interests, shall be cheerfully done. Books ought, of course, to stand upon their merits; but when rival publications are of equal value, we deem it not only right, but a duty, to *favor those houses that favor us*. This we shall do, not by disparaging books that are not announced in our pages, but by pointing out publicly and privately, the real merits of the books which are thus announced. This policy seems to us wise and just.

We hope that our advertisers will find it advantageous to occupy our pages permanently.

As the number of advertising pages is limited, advertisements should be sent in early to secure a place. Some are unavoidably shut out of the present number, as the form was full before they were received.

STOPPING THE TEACHER. — A few persons have returned copies of the *Teacher* endorsed “Stop,” or “Refused,” without indicating their own names and residences. We shall be obliged to send the *Teacher* to these persons until they inform us *who they are* and *where they live*.

DRESS.

Costly thy habit as thy purse can buy,
But not expressed in fancy; rich, not gaudy;
For the apparel oft proclaims the man. — *Shakspeare.*

One single precept might the whole condense —
Be sure your tailor is a man of sense. — *Holmes.*

THERE is a world of wisdom in these precepts of the poets. In plain prose, Shakspeare would say, "Dress as well as you can afford to — richly and neatly, not fancifully or gaudily; for people will judge of your character by the dress you wear." Slovenliness, or carelessness in one's apparel indicates some mental defect. A combination of incongruous colors, or something *outré* in the cut of one's garments, is a sure expression of bad taste. Some persons dress badly at great expense; while others dress well at small cost. The difference lies in two things, namely: taste and tailors. Hence the Autocrat's precept,

"Be sure your tailor is a man of sense,"

is very important. For if a man have good taste, while his tailor has not, the latter, while failing to give the former a single "fit," will give him many fits — of vexation. On the other hand, though a man himself be a poor judge of color and form, yet if his tailor be a true artist, the man's dress will be sure to improve his address.

These profound cogitations — and some profounder ones that we have not room to express — have been suggested by an unwonted educational advertisement to be found in this number of the *Teacher*. The advertiser, believing in elegant, well-furnished school-houses, holds to the sound educational doctrine, that dramatical unity requires that the teachers should be well dressed; and he proposes, for a reasonable consideration, to contribute his artistic services to the accomplishment of that end. As "a man of sense," he ought to be practically known by the pedagogic fraternity. "A word to the wise," etc.

 THE RIGHTS OF TEACHERS.

The *Vermont* Supreme Court has decided that though a schoolmaster has in general no right to punish a child for misconduct committed after dismissal of school for the day and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior committed out of school which has a direct and immediate tendency to injure the school and subvert the master's authority.

SCHOOL HARMONIUM.

WE know that we are doing schools a good service, by calling attention to the *School Harmonium*, manufactured by Messrs. Mason and Hamlin, and advertised in this number of the *Teacher*. The great utility of music in the school-room is established beyond dispute. Into many schools costly instruments have already been introduced, and have carried with them great pleasure and profit. But in the great majority of schools, in which music has been taught, the many advantages afforded by a good instrument have not been enjoyed, on account of the considerable cost attending its purchase. One *effective* and *cheap* instrument has long been a *desideratum*. The very thing wanted is now supplied by Messrs. Mason and Hamlin. We have carefully examined the *School Harmonium*, and are delighted with it. It has a powerful, yet sweet tone, an excellent swell, a bellows that works with great ease, and a case which is very neat and strong. The small price at which it is offered for sale puts it within the reach of almost every school. Teachers who desire to obtain an instrument for their private use, and cannot afford to purchase a good piano, will find in the *School Harmonium* an admirable substitute. We hope that teachers, and others concerned, will take an early opportunity to examine it for themselves.

EXAMINATION QUESTIONS.

THE following questions were used at a recent examination of teachers to fill vacancies in the Brimmer School, of this city.

ARITHMETIC.

1. A and B can do a piece of work in 11 days. A can do it alone in 13 days. In how many days can B do it?
2. Reduce $\frac{3}{11}$ of $2\frac{1}{5}$, $\frac{15}{5}$, $1\frac{3}{8}$, and $\frac{1}{7}$ of $\frac{7}{6}$ to simple fractions, and add them.
3. What is the value of 11 oz., 19 dwt., 23 grs. of silver at \$15.25 per pound? Carry out the decimals, if there are any, to six places.
4. State as briefly and clearly as possible the general principles of Ratio and Proportion.

GRAMMAR.

1. Define the Distributive and Demonstrative Pronouns, and say which they are.
2. Define the Future and Future-perfect Tenses, and give their signs.

3. Give the First Person, Singular, of each of the Tenses of the Potential Mood of the Passive Voice of the verb Strike.
4. In a simple sentence, what is the Subject, and what the Predicate?
5. Are these sentences correct? If either be wrong, write it correctly.
I should have liked to have done it.
I had hoped to have seen him before he went.
6. Write this sentence with correct spelling, punctuation, and grammar:
Neither he or she are going on Tuesday if they can't help it because there consience was vailed.

GEOGRAPHY.

1. What is meant by Mathematical, Physical, and Political Geography?
2. State the number of Counties in Massachusetts, and name them.
3. Give the Latitude and Longitude of Boston.
4. Describe the situation of Wilmington, N. C.
5. Describe the situation of Key West.
6. Describe the Tennessee River, stating its source, its course, the States through which it passes, and the waters with which it joins at its mouth.
7. Give the boundaries of Utah.
8. Describe the situation of Southampton, England.
9. Give the number of the German States, and name the most important of them.
10. Describe a voyage from Odessa to St. Petersburg, naming all the waters through which you would pass.

HISTORY.

1. What is History, what are its uses, and for what purposes is it studied?
2. Name the prominent nations of ancient and modern times, and give some distinguishing particulars of each.
3. What motives induced the Colonists of Virginia and New England to form settlements in America?
4. Give some account of the Revolutionary War, naming and giving dates to the most important battles.
5. Give some account of the Missouri Compromise, and state when and by what Act it was repealed.

ORTHOGRAPHY.

Preparation, Perceivable, Skilful, Worshipper, Achievement, Peaceable, Embarrass, Cartilage, Crystalline, Zoölogy, Preferring, Height, Harass, Duellist, Chrysoprase, Seamstress. The cobbler's gray pony ate a potato from the pedlar's wagon.

EXERCISES IN SPELLING.

He pared the pear with a pair of scissors.
I needed to have some bread kneaded.
He practises very bad practices.
That slight man possesses great sleight of hand.
Don't make such a wry face carrying that rye.
You may write, it is not right for the wheel-wright to observe such a rite.
The peer stood on the pier.
He shall not wrest from me my right to rest.
Breaking a pane of glass caused him pain.
I had as lief get the leaf as not.
The knave sat in the nave of the church.
The colonel ate five kernels of corn.
I knew you had n't seen the gnu.
The grocer is grosser than he was.
The dire catastrophe overwhelmed the dyer.
The ewe played under the yew with you.
I fain would have entered the fane to feign my devotion.
Your cousin may cozen you.
While I was sealing my letter the ceiling fell.
Of course he wears coarse cloth.
A quire of paper was given to a choir of singers.
The capitol is in the capital.
The explosion caused a breach in the breech of the gun.
It augurs ill for the carpenter to break his auger.
She appeared to faint, but it was only a feint.

OBITUARY.

DIED on the 26th of February, at the residence of his brother, in Chester, Pennsylvania, CORNELIUS CONWAY FELTON, President of Harvard University. As Pupil, Tutor, Professor, and President, he had been connected with the University about thirty-seven years. His sympathies, however, were not wholly confined to Harvard. He took a deep interest in all departments of education, and as a member of the Board of Education, a visitor to the Normal Schools, a member of the School Committee of Cambridge, and a lecturer before Teachers' Associations, he has rendered the cause of education great service. The loss of such a man is a public calamity.

INTELLIGENCE.

PERSONAL.

The Annual Exhibition of the Cotting Academy, West Cambridge, occurred a few weeks since. We hear that the exercises gave the highest satisfaction to a crowded assembly. At the close of the exercises, a most surprising surprise befel the worthy principal, Edward P. Bates, Esq. His pupils presented him a beautiful silver goblet and a salver to put it on; then they presented him a splendid silver pitcher and a salver to put it on; and, not content with that, they presented him an elegant table on which to put all their other gifts. That was a "table of contents" worth looking at,—a true index, doubtless, of good things to come. May our friend continue to listen to the silvery tones of popular favor, until his "head is silvered o'er with age."

P. S. One of our associate editors avers that *he* can never be *surprised* by a gift movement, for two reasons, namely: in the first place nobody will ever give him anything; in the second place, he long since committed to memory a few *impromptu* remarks, to be used in case anybody ever should give him anything.

We are pleased to see that the Board of Education of Brooklyn, N. Y., has again re-elected our friend J. W. Bulkley, Esq. to the office of Superintendent of Schools in that city. This is the eighth time he has been thus honored. The position of Superintendent of Schools in Brooklyn is one of no small labor and difficulty. The various, and in some respects conflicting, educational interests of over 200,000 people, including some 60,000 pupils with about 450 teachers, demand the most diligent efforts and the soundest wisdom on the part of the man who supervizes those interests. We cordially congratulate Mr. Bulkley upon his eminent success, and wish him a future even more prosperous than the past.

Rev. Calvin Pease, D.D. has resigned his place as president of Vermont University. *Prof. Joseph Torrey* is chosen as his successor.

Rev. Marcus Ames, pastor of the North Chelsea Evangelical Congregational Society, has accepted the appointment of Chaplain and Superintendent of the Girl's Industrial School at Lancaster.

EDUCATIONAL INTELLIGENCE.

Massachusetts. The bill concerning the use of the Bible in schools, as it has finally passed both branches of the Legislature, is as follows:

A Bill concerning Religious Services in Public Schools.—Be it enacted, etc.

SEC. 1. The School Committee shall require the daily reading of some portion of the Bible, without written note or oral comment, in the Public Schools, but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school books calculated to favor the tenets of any particular sect of Christians to be purchased or used in any of the Public Schools.

SEC. 2. The twenty-seventh section of the thirty-eighth chapter of the General Statutes is hereby repealed.

The Young Men's Christian Union, at Boston, has opened an evening school for Newsboys. About two hundred scholars have enlisted, and several interesting lectures and addresses have been given by distinguished gentlemen.

A fiendish attempt was made to set fire to the Sycamore street school-house, in Worcester, while five hundred children were in the building. The fire was set in the cellar among a large quantity of combustible material, but fortunately was quickly discovered and extinguished.

The newly formed "Educational Commission" in Boston has sent to Port Royal, for the use of the "Contrabands," twenty-five boxes of clothing, with additional barrels of goods and "notions." About thirty male and female teachers have started from Boston, and their reports about their new pupils are as interesting as encouraging.

Annual Report of the School Committee of the city of Boston, 1861. — We have become somewhat accustomed to many excellent things in the possession of which Bostonians rejoice; but it is by comparison only with other cities that we begin to value our privileges fully. Not many months ago we conducted a foreign traveller to an elevated place in Dorchester. His attention was first arrested by the building of the Institution for the Blind in South Boston, then by the Bigelow and Lincoln School palaces. His astonishment grew when he was informed of our free school system, and reached the climax when he visited some schools, saw how much is accomplished, and compared our expenditures for education with those of his country. There is not a city in the world which surpasses Boston in the attention given to public schools. This report for 1861 is the best ever published, and will remain unexcelled till next year, when it may possibly be followed by a still better one.

Ohio. It appears from the Annual Report of the State Commissioner, Hon. Anson Smyth, that the whole number of youth between 5 and 21, is 912,960; the number enrolled in the schools, 717,726; in average daily attendance, 425,083. The number of male teachers employed during the year is 11,050, of females 10,130, total 21,180. Average monthly wages of High School teachers, males \$61.12, females \$34.08; of Common School teachers, males \$27.81, females \$16.05. Number of school-houses in the State 10,578, valued at \$4,794,395.

Mr. Smyth argues strongly against the reduction of the educational forces of the State, and in favor of military instruction in the schools. He thus speaks of the patriotism of the teachers: "No other class of our citizens has evinced more patriotism than the teachers of our public schools. One of the forms in which this spirit has been shown is that of volunteering for the defence of the country. I am unable to state the precise number of those who have entered the army during the past year, but I have reason to believe that it exceeds two thousand. Many of them have been appointed to positions of high honor and responsibility. Two now command brigades in Kentucky, several are Colonels, and a greater number Majors and Staff Officers. Not less than one hundred are Captains and Lieutenants. Of one of the regiments every field officer and more than half of the company officer

have been teachers in our public schools. While the people of Ohio may rejoice in this display of patriotism on the part of our teachers, we cannot forget the immeasurable sacrifice which it has cost us. This generation will pass away ere the people of Ohio will cease to lament the death of Lorin Andrews."

New York. The Annual Report of the Superintendent of Public Instruction, states that there are in this State 11,697 school-houses, and that during the past year 872,854 pupils have been taught at an expense of \$3,841,270.81. The Legislature of last year generously appropriated \$1,000 for the free distribution of the *New York Teacher* among inexperienced teachers.

Oswego, N. Y. Upon the invitation of the Board of Education of Oswego, thirteen distinguished educators from New York, New Jersey, and Connecticut met in that city, on the 11th of February, to examine into the system of Primary instruction by Object Lessons, and to report on the feasibility of introducing the system into the Primary Schools of the country. The examinations lasted three days and were made with classes taught by teachers who had been under the training system of Miss M. E. M. Jones from England. The lessons were designed to cultivate the perceptive faculties and to strengthen the memory; they consisted of lessons on form, size, weight, color, place, number, language, and in phonic reading. The report of the committee will be published soon, and give the results of the examination.

Virginia. A correspondent of the *Boston Journal* states,—"this week we commenced a school in the chapel tent of the 16th Massachusetts Regiment, under the superintendence of the chaplain of the regiment, assisted by five competent teachers selected by him from among the non-commissioned officers and private soldiers. As its tuition is absolutely free to all who attend it, it may certainly be denominated a free school, and so far as the writer knows, is the first entirely free school in Virginia, with the exception of those established for the contrabands here. God grant that this New England plant may take root here and thrive.

"We have scholars in all the primary branches—in writing, in fine, just the same branches are taught as in the common district schools of New England, and any friends of education in your State who will aid in nurturing this young Northern vine transferred to this ungenial air and soil, can do much good by sending us a box of school readers, and educational cards to be hung in the chapel tent, slates, writing books, etc. These articles are difficult to be procured here. Whenever we leave this place, or the school is discontinued by the exigencies of the public service, the books, so devoted, shall be transferred to the schools for the contrabands here, where such educational aids are in great demand."

Pennsylvania. We are indebted to the Hon. Samuel P. Bates for a copy of the State Report on Common Schools for the year ending June 3, 1861, and take from it the following statements:

15,494 teachers have been employed in 12,245 schools to teach 660,295 pupils for 5 months 18 days per year (average). The average cost of a pupil per month was 60 cents, the total cost of tuition \$1,773,666; and the total outlay for the system \$2,900,501. Excluding the city of Philadelphia, the average salary of teachers is, per month, \$25.68 and \$19.71; the former amount being paid to men, the

latter to women. Of this large number of teachers only 1,493 taught with professional certificates, the rest are to be brought up to the legal standard gradually. A very important work is to be performed by the County Superintendents. The following qualifications are required of persons who regard themselves candidates for that office: 1. An irreproachable moral character. 2. The possession of a teacher's full certificate. 3. Practical experience in teaching within the preceding six years. 4. One year's legal residence in the proper county, next before the appointment. 5. A personal interview with the Superintendent of Common Schools.

Speaking of the successes that have been won in the cause of Free Schools, Superintendent Burrowes enumerates them as follows: Its own existence and unquestioned right to continue; the broadness of its foundations and liberality of its scope; its entire control by the immediate representatives of the parents; the vastly increased proportion of the youth of the State brought into school; the improvement of the teachers; provision for the due professional preparation of teachers; the improvement of school houses; a body of experienced Directors; and a more adequate administrative department. The insufficient attendance of its enrolled pupils; and the insufficiency of the term of instruction are mentioned as the greatest shortcomings at the present. Then follows an interesting review of the origin and establishment of the different institutions in the educational system, and of their relation to each other. The report closes with suggestions for improvement in the agencies and details of the general system, necessary to increased efficiency; with estimates.

Philadelphia has 335 schools, (2 High, 54 Grammar, 59 Secondary, 170 Primary); 1,197 teachers, of whom 80 are males; and 63,530 scholars. Total expenditures for the public schools, \$512,014.

New Jersey. Schools in operation during the last year, 1,669; attended by 137,578 different pupils, and 58,264 on the average. In forty-two places the schools are free. Amount of money expended for schools, \$549,123.

New Hampshire. The *Journal of Education* contains a review of the 15th Annual Report of New Hampshire Common Schools, from which we gather the following statistics: There were last year in the State 234 towns with 2,386 school districts, and 82,840 scholars. 2,844 children evaded attending school. The average wages of 1,067 male teachers was \$25.63 per month, inclusive of board; that of 3,064 female teachers \$14.23, including board. The various school libraries in districts and towns numbered 55,679 volumes; the school-houses with their lots and appurtenances were valued at \$814,387. The average length of winter schools was 10 weeks, that of summer schools 10 1-2 weeks. Total amount of money appropriated for public schools, \$296,471.

Iowa. The University of this State, notwithstanding the unfavorable aspect of the times, is represented to be in a flourishing condition. Two hundred and three students of both sexes have been admitted to the various departments the present term. There are about as many female students as males. In the Normal department the females outnumber the other sex; while in the Classical and Scientific departments the reverse is experienced. Of the 95 students in the Normal department many recite also in the other departments, enjoying thus the instructions of

several professors, and the use of the extensive apparatus belonging to the University. The Model School is flourishing, and no better proof of its workings need be given than that all the desks are occupied, and many applicants have been denied admittance for want of room. There are about 80 students in the preparatory department, not included in the former number; and also two classes in the Modern Languages; one in French, the other in German.

THE MIDDLESEX COUNTY TEACHERS' ASSOCIATION will hold its eighteenth semi-annual meeting in Rumford Hall, Waltham, on Friday and Saturday, April 4th and 5th, commencing at 9 o'clock, A. M.

Lectures will be delivered by Wm. T. Adams, Esq., of Boston, and Rev. J. C. Bodwell, of Framingham.

Subjects for discussion: "The advantages of an exact and rigid System, both in regard to Recitations and Deportment," and "Military Instruction."

Brief remarks will be made upon History, the Fundamental Rules of Arithmetic, Decimal Fractions, Square Root, Geography, Spelling, and Methods of teaching the Natural Sciences in the lower grades of Schools, by gentlemen appointed for the purpose.

The usual accommodations will be furnished to female teachers. Free return tickets over the Boston & Lowell, Nashua & Lowell, and Stony Brook Railroads.

Persons from towns on the line of the Worcester Railroad will find coaches in readiness at West Newton, to convey them to the meeting.

WM. E. SHELDON, Pres. M. C. T. A.

J. WILSON, Secretary.

TEACHERS' INSTITUTES.—The Secretary of the Board of Education has appointed Teachers' Institutes, to be held as follows: At Holyoke, on the week beginning March 31; Lawrence, April 7; Uxbridge, April 14; Attleboro', April 21. Full particulars as to the offer of free return tickets will be given in the newspapers.

WHITALL'S MOVABLE PLANISPHERE, showing the position of the heavens at any given time. Prof. A. C. Kendall says: "Could I not obtain another, I certainly would not take *twenty dollars* for mine." A very few copies of this ingenious "Celestial Directory" may be obtained *by teachers* for *two dollars*, at the office of the *Teacher*.

A single set of ten large and very beautiful PHILOSOPHICAL CHARTS, mounted on cloth and rollers, and supplying, to a considerable extent, the place of apparatus, may be obtained at a discount at our office.

BOOK NOTICES.

CONIC SECTIONS AND ANALYTICAL GEOMETRY: Theoretically and Practically illustrated. By HORATIO N. ROBINSON, LL. D., late Professor of Mathematics in the U. S. Navy, and author of a full course of Mathematics. New York: Ivison, Phinney & Co.

Professor Robinson's Series of Mathematical works are widely and favorably known to the public. In the preparation of the above-named work, he has been assisted by Prof. Quimby of the University of Rochester, N. Y., formerly Professor of Mathematics at West Point. The work has evidently been prepared with great care, and exhibits a thorough knowledge of the subjects of which it treats. The teacher of the Higher Mathematics will find it a valuable addition to his list of text-books.

STATISTICAL POCKET MANUAL of the Army, Navy, and Census of the United States of America, together with Statistics of all Foreign Navies. Sixth Edition, revised and enlarged. Boston: D. P. Butler, 142 Washington street.

This volume of eighty pages is filled with interesting statistics, including the rank, pay, rations, clothing, and so forth, of all persons connected with the army and navy; lists of forts, arsenals, and military posts; names of all vessels in the navy, with the cost of those lately purchased; population of chief cities and towns in the United States; routes and distances by land and water; governors of States and Territories; descriptions of English, French, Spanish, Russian and other foreign navies; as well as many other important matters.

This book is especially useful at the present time. Price 25 cents, or in paper covers 15 cents.

METHOD OF TEACHERS' INSTITUTES AND THE THEORY OF EDUCATION. By SAMUEL P. BATES, A. M., Deputy Superintendent of Common Schools in Pennsylvania. New York: A. S. Barnes & Burr. 1862.

It is really refreshing to hear amidst the din and the excitement of the present the still small voice of a teacher.

There is a season to every thing, and a time to every purpose under heaven. We hope that this is just the time for this book to be born and to speak. It contains on 75 pages eight chapters: value of institute instruction, object and organization of an institute, township institutes, method of conducting the exercises, form of a constitution, subjects for discussion at an institute, and the theory of intellectual education. The different subjects are treated in a very able way and contain much that is valuable to any one conducting a teachers' convention or institute. Especially to the point is the last chapter, which will be read with profit by any teacher.

A.

DEFECTS EXISTING, AND IMPROVEMENTS NEEDED, IN THE PUBLIC SCHOOLS OF MASSACHUSETTS.

This is the title of a separate report made by Rev. B. G. Northrop, Agent of the Board of Education. It gives reliable statistics with regard to our educational institutions and the activity of the agent, contains pointed remarks on the method of teaching certain branches, and closes with useful suggestions regarding truancy and absenteeism, school-houses and school gymnastics. Other existing faults of our school system, which have been repeatedly shown, as for instance our district

system, are not alluded to. We mention only one case. The town of Petersham maintained last year 13 different schools for 327 scholars, and expended about \$1,400. In one of these schools the whole number of scholars was 5 during the term, and 7 in the average for the last five years, thus raising the cost of tuition to \$12.84 per scholar.

A.

JOURNAL OF EDUCATION FOR UPPER CANADA: Toronto. The name of this journal was not mentioned in our last number. Its February issue has since come to hand. It contains a synopsis of educational speeches recently made in England, papers on practical education, an extract from the last census of the British North American Provinces, and local news.

MAPS. — Charles Scribner, 124 Grand street, New York, will shortly publish a new *Series of Wall Maps for Schools*. Further particulars may be ascertained on application to the publisher. *Agents wanted*.

These Maps have been prepared by Prof. Guyot. They will require no further commendation. School Committees and Teachers will find it for their interest to examine them.

THE NEW AMERICAN CYCLOPEDIA. — Our readers will be pleased to learn that D. Appleton & Co., the enterprising publishers of this invaluable work, have issued the 14th volume. Ree to Spi.

OSWEGO TRAINING SCHOOL FOR PRIMARY TEACHERS, ON PESTALOZZIAN PRINCIPLES.

THIS is strictly a professional school, embracing both *theory* and *practice* in the most improved methods of teaching by Object Lessons. Miss M. E. M. JONES, a lady who has for the last fifteen years had charge of the training of teachers in the Home and Colonial Training Institution, London, one of the largest and best professional schools for teachers in the world, has been employed to take charge of the school.

The class who have been in training the past year, are now being invited to occupy the most important positions and the highest salaries. There is now a very urgent demand for teachers trained in these new methods — much greater than we are able to supply. This is the only school of the kind in the country, and as Miss Jones is only to remain this year, it is probably the best opportunity that will ever be offered for teachers to become acquainted with this truly beautiful and philosophical system of education.

The next term will commence about the 17th of April. The full course occupies one year. Terms of tuition for the course \$24. Circulars will be sent to those who desire further particulars. Address,

C. A. SHELDON,
Secretary Board of Education, Oswego, N. Y.

OSWEGO, Feb. 20, 1862.

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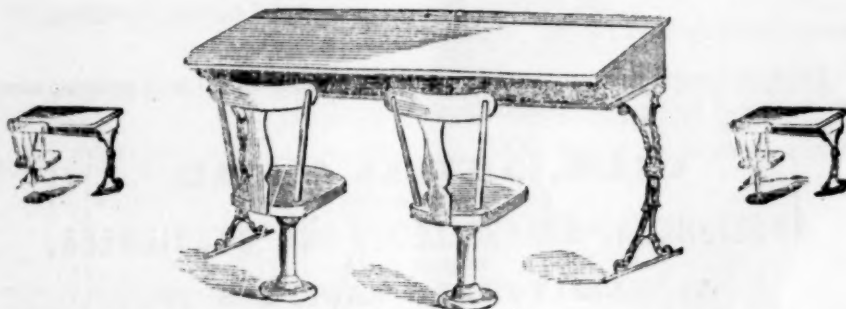
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
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